

Year <u>2007-2008</u>	Paper <u>MR 543</u>	Grade Level <u>5</u>	Score <u>2</u>
-----------------------	---------------------	----------------------	----------------

TRAITS	Scores			
	4	3	2	1
Ideas			x	
Organization			x	
Voice			x	
Word Choice			x	
Fluency			x	
Conventions			x	
Ideas	Undeveloped ideas, for example "it was big. green and everything." Doesn't say why the bug is interesting.			
Organization	Has a beginning, middle, and end			
Voice	Lacks voice			
Word Choice	Simplistic word choice			
Fluency	Simple sentences/ doesn't flow well "I went inside to show her. she went outside. Then she screamed."			
Conventions	Spelling errors- thout, stud, screemed, sckaring...			
Comments	This is a basic and underdeveloped story that is basic and below grade level.			

Year <u>2007-2008</u>	Paper MR 560__	Grade Level <u>5</u>	Score <u>1</u>
-----------------------	----------------	----------------------	----------------

TRAITS	Scores			
	4	3	2	1
Ideas			X	
Organization				X
Voice				X
Word Choice				X
Fluency				X
Conventions				X

<b>Ideas</b>	Ideas are focused, but with limited details. Presented as a list.
<b>Organization</b>	Organization is not apparent. There appears to be a beginning, but the rest of the piece is not developed.
<b>Voice</b>	No voice of real person is apparent. Observation of nest is only detail developed.
<b>Word Choice</b>	Word choice is limited and below grade level.
<b>Fluency</b>	Sentences are short and choppy, no flow. Body is presented as a list.
<b>Conventions</b>	Basic sentence structure is present.
<b>Comments</b>	Writer doesn't have an understanding of narrative writing.

Year <u>2007-2008</u>	Paper MR <u>554</u>	Grade <u>5</u>	Score <u>3</u>
-----------------------	---------------------	----------------	----------------

TRAITS	Scores			
	4	3	2	1
Ideas		X		
Organization		X		
Voice		X		
Word Choice		X		
Fluency		X		
Conventions		X		

<b>Ideas</b>	Ideas are developed through simple details (caterpillar, 2 in. wide and 2 ½ in long), but are not elaborated.
<b>Organization</b>	Clear paragraphing helps connect ideas throughout the piece. There are simple transitions (One day..., then we found..., when we found...)
<b>Voice</b>	Has emerging voice ("That bug was so cool.") that is fairly typical of the grade level.
<b>Word Choice</b>	Uses common, typical fifth-grade language (huge insect, cool, moved a little, scared). The common language is not used in particularly powerful ways, and this influences voice.
<b>Fluency</b>	There is good variation in sentence beginnings. Sentence structures do vary, but none are particularly sophisticated. Sentence length doesn't vary much, but sentences are not choppy.
<b>Conventions</b>	Some errors in ending punctuation (missing or incorrect). Spelling and capitalization are minor, not interfering with reading. However, this piece does not use advanced language or constructions to allow us to see advanced use of conventions.
<b>Comments</b>	

Year <u>2007-2008</u>	Paper <u>MR 550</u>	Grade Level <u>5th</u>	Score <u>4</u>
-----------------------	---------------------	------------------------	----------------

TRAITS	Scores			
	4	3	2	1
Ideas	X			
Organization	X			
Voice	X			
Word Choice		X		
Fluency	X			
Conventions	X			

<b>Ideas</b>	Writer has a focused topic on one experience, elaborated details (running upstairs, dancing like a freak, getting ready for bed)
<b>Organization</b>	Chronological order, has a definite opening, middle, and conclusion; transition words-"next" "unfortunately" "like they say" "in the morning"
<b>Voice</b>	Hear the presence of the writer: "NOT a bug person," "as scared as a marshmallow about to be roasted," "time flies when your having 'fun'," "the <u>last</u> thing I needed,"
<b>Word Choice</b>	Purposeful word choice: "unfortunately," decided," 'creepy, crawly,' "wandering," "snug as a bug in a rug"
<b>Fluency</b>	Writing has easy flow; use of compound and complex sentences; varied beginnings and sentence length
<b>Conventions</b>	Strong control of conventions: paragraphing, capitalization, internal punctuation, spelling
<b>Comments</b>	This is an example of writing above the proficient level. The writer has a good understanding of narrative writing. The piece is interesting for the reader to read.